

ATTITUDES OF YOUTH CONCERNING THEIR FATHERS:
THE IMPACT OF SOCIAL CLASS

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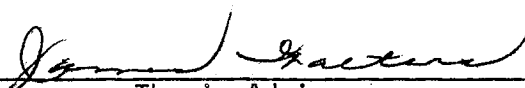
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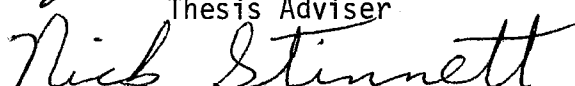
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Thesis Approved:



Thesis Adviser






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CHAPTER I

INTRODUCTION

"Fathering" is the sum of nurturing, protection, affection, guidance and approval given by the father to his child: it is his availability to give love and to be loved (to be used as a love-object): to be admired, emulated, and obeyed (to be used as a model for identification and superego formation). (Leonard, 1966, 326)

Families have become increasingly child-centered, particularly among the American middle class. Parental roles are changing with fathers assuming more of the nurturant and affectional functions generally associated with the maternal role. Taconis (1969) has reported two parallel trends: an increasing number of fathers are taking an active share in rearing their children, and there is a greater realization of the importance of the father's role in child rearing. It is possible that this shift of power may result in children's experiencing greater psychological closeness with their fathers.

The role of the father in the family appears to have extensive influence in the process of both masculine and feminine identification and personality adjustment. The methods of paternal discipline, child-rearing practices followed, social attitudes, personality of the father, and the particular character of the father-child relationship appear to have an impact on children's development as well as long lasting effects upon their social adjustment and personality.

Although social class frequently has been studied in relation to parent-child relationships, a large proportion of the studies reported

have dealt specifically with the mother-child relationships. As Heilbrun, Harrell, and Gillard (1967) have noted, "the childrearing influence of the father upon subsequent adjustment of the child has not been pursued with nearly the vigor that has characterized maternal child-rearing research" (p. 29).

With fathers assuming greater responsibility for the rearing of their children, education for family living must be sensitive to the attitudes and perceptions of youth from different backgrounds if it is to be effective in making the contribution it can to parenthood. The present study seeks to investigate several factors which the literature has suggested may be relevant to an understanding of the variability in attitudes and perceptions concerning fathers. Such an examination is undertaken to determine whether relationships between attitudes and selected familial and demographic factors exist regardless of the social class of youth or whether important differences among the classes exist. Such knowledge will have important implications for educational programs designed to increase competency in parenthood. The study reported herein is one of a series of investigations being conducted at Oklahoma State University on fatherhood and is designed to increase insights concerning the roles which fathers assume in families and their impact on children.

Purpose of the Study

Specifically, the purpose of this study was to investigate attitudes of adolescents toward their fathers in relation to social class in order to provide the background information necessary to understand the differential impacts of fathers on youth among the various social

classes in American society.

The specific research hypotheses which were examined were:

1. When social class is held constant, attitudes of adolescents toward their fathers are significantly related to:
 - (a) Age
 - (b) Sex
 - (c) Race
 - (d) Classification in school
 - (e) Ordinal position
 - (f) Person serving as head of household
 - (g) Absence of a father-figure in the family
 - (h) Feeling of love from father
 - (i) Degree of happiness in childhood
 - (j) Source and strength of discipline
 - (k) Perceived closeness to father
 - (l) Father's perceived acceptance
 - (m) Perception of father's masculinity
 - (n) Degree of control by father
 - (o) Primary source of discipline, i.e., whether their mothers or their fathers served as the primary source of discipline
 - (p) Form of discipline they would use in guiding their children, i.e., whether the subjects would use the same or a different form of discipline than their father
 - (q) Form of discipline they would use in guiding their children, i.e., whether the subjects would use the same or a different form of discipline than their mother
 - (r) Perceived closeness to mother during childhood
 - (s) Perceived influence of parents, i.e., whether their mothers or their fathers had the greatest influence on their lives

- (t) Amount of time father spends with child
- (u) Degree of closeness to friends
- (v) Social class

CHAPTER II

RELATED LITERATURE

Daughters' Identification with their Fathers

Considerable attention in family relations research is given to the concepts of parent-child identification which include how parents and children perceive each other and under what conditions parents and children identify with each other. Doherty's (1969) study evaluated the effects of father-identification on sex-role typing and conscience development in the female. It was found that the females who identified with their fathers were more independent of their parents' standards, and that girls would identify with the parent whom they perceived as the more accepting of the two.

Fish (1969) noted that girls whose fathers were relatively unavailable were less feminine than girls whose fathers were moderately or highly available. The nurturance, limit-setting, positive involvement, rejection and dominance of the father showed more frequent positive relationships to personality adjustment than to sex-role development, although dominance and rejection were associated with sex-role development. Femininity in the daughter was not found to be associated with either maternal employment or parents' conflict regarding the mother's role. However, greater femininity in the goals selected by the daughter was found to be related to a positive attitude of the mother

irrespective of the attitude of the father. Some indications were found that the attitude of the father is related to the adolescent daughter's self perception.

The father may have an indirect influence on his daughter's personality development in terms of his relationship with his wife, since she is a major model for the daughter's sex-role development (Biller and Weiss, 1970). Biller and Weiss (1970) also noted "Feminine behavior in the girl seems to be much related to how the father defines his role as a male to his daughter and how he differentiates his masculine role from her feminine role" (p. 82). A positive relationship appears between the daughter's identity and the amount of time the father spends constructively interacting with her. The various reinforcements of the father in the father-daughter relationship foster the development of sex-role learning in the growing child. A basic part of the girl's sex-role development appears to be a positive concept of her femaleness. It has been suggested that the father may aid in the development of a positive feminine identity by reacting to his daughter as a female and reinforcing societal acceptable feminine behavior. This idea was supported by Wright and Tuska (1966) when they stated that a necessary ingredient for the development of a girl's "feminine" feelings was learning to interact in a complementary manner with her father.

Hall (1963) found that the higher the daughter's identification with her father, the more feminine her vocational interests tend to be. This finding was supported by Nuzum (1970, p. 2689A) in a study that "concluded" that homemaker-oriented women perceived their relationship to their fathers as freer, more sensitive, smoother, and more

pleasurable than career-oriented women perceived this relationship." Relationships to the mothers of the homemaker-oriented group and the career-oriented group were not perceived differentially. Career-oriented women tended to evaluate themselves as they evaluated their fathers rather than their mothers, and they did not perceive themselves as more similar to their mothers than to their fathers.

Leonard (1966) found that the father's influence was particularly important when the daughter reaches the stage in her affectional development when she is searching for a love-object. Leonard noted that the ability of the father to respond to his daughter's needs depends on the extent to which his own oedipal conflict is resolved. The father would not be able to give his daughter desexualized affection if his defense mechanisms were inappropriately involved in a counter-oedipal response to his daughter. This would be noted by his daughter and she would in turn respond to this, thereby perpetuating the father's neurosis in the child. Too, this was very much evident in a study of paternal incest occurring with young daughters at puberty (Bigras, Bouchard, Coleman-Porter, and Tasse, 1966) which found the incestuous father to be a weak, masochistic-passive person dominated by his wife. The mothers of these girls were found to be basically rejecting. The daughters suffered personality disorganization upon the father's departure with much "acting out" behavior.

Sons' Identification with their Fathers

Parents begin stressing appropriate sex role behavior from their sons and daughters at early ages. This pressure often begins earlier for sons than daughters. Benson (1968) noted that fathers may exert

pressure on their sons to be masculine if evidence shows that their sons are not measuring up to the male role. Nash (1965) reported that sons who do not identify with male roles are likely to be unhappy, maladjusted or delinquent because of the stress of going against strongly held mores. Sons who obviously model themselves after their fathers usually rate high in adjustment in high school and social acceptance (Helper, 1955).

Peer relations seem to be influenced by a boy's relationship with his father. Hoffman (1961) found a warm companionship between a son and his father seemed to give the son a model for good interaction with his peers. This was supported by Benson (1968) when he noted that the father may be of great importance in his son's acceptance by promoting masculine habits that may aid or hinder the son's acceptance in the peer group. Gray (1959) reported that the boys who were found to be regarded more favorably by their peers were those who perceived themselves to be more like their fathers than their mothers.

Father-absence is regarded as an important variable in father-son relations by most researchers. Deficiencies in peer adjustments, insecurity in their masculinity, more immaturity and tenseness were found in male children in homes where the father was absent as compared to male children in homes where the father was present (Lynn and Sawrey, 1959).

The research of Levin and Sears (1956) suggests that boys whose fathers live at home are more aggressive than boys whose fathers are absent. Sears (1951) pointed out that the father serves as an aggressive model for his son.

The relationship of the absent father to the sex identity of the son was examined by Burton and Whiting (1961) who pointed out that cross sex identity with the mother might be a factor in certain types of delinquent behavior. Warren (1957) noted that the place of the father has been underestimated both in clinical and in normal psychology. His study included an examination of statistics of clinical referrals which seem to indicate that the father is as important as the mother in the causative factors of maladjustment. Chinn's (1938) study indicated that the father is more important than the mother in the cause of male delinquency.

Other researchers fail to confirm the detrimental effects of father absence cited above. Colley (1959) explains his failure to confirm the detrimental effects of father absence by stating:

Even in a father's absence, an appropriately identified mother will respond to a boy "as if" he were a male and will expect him to treat her as a male would treat a female. . . . Her interpretive approval or disapproval of his play with other male children. . . also serve to let him know what she expects of a male with male interactions. (pp. 173-174)

According to Barclay and Cumusano (1967), the male child without an adequate male model within the family will be forced to identify with male models in the external environment.

Paternal Deprivation

Several studies have focused on the effects of paternal deprivation. Such deprivation includes not only physically absent fathers, but fathers who are weak, ineffectual or passive, and rejecting.

Bigras, Gauthier, Bouchard, and Tasse' (1966), in a study of 21 adolescent girls who attempted suicide, found that paternal deprivation

played an important part in their suicidal attempts. Less severe reactions of the girls appeared to be related to a deficiency in the father-daughter relationship. Severe reactions seemed to be more directly associated with an image of a destructive mother.

Junke, Hahn, Ludbergh, and Brasseur (1957, p. 415) report, "Few prostitutes have been psychoanalyzed, but what case histories are available point invariably to an unsatisfactory childhood relationship between the girl and her father." A study by Thompson (1971) suggests that many male and female homosexuals have inappropriate sexual identity. This study did not clearly show the mother-daughter pattern for female homosexuals, but found that more female homosexuals than heterosexuals had hostile and distant fathers.

The results of Bene's (1965) study of 37 lesbians and 80 married women:

indicate that the difference between the relationships that homosexual and heterosexual women have had with their fathers is far greater than is the difference between the relationships they have had with their mothers, and they suggest that female homosexuality tends to be connected with unsatisfactory relationships between the girl and her weak and incompetent father. (p. 820)

The study found a significant relationship between homosexuality and the parents' wish for a boy. A connection between the fear of father and the development of female homosexuality was evident in the study.

A study by Baggett (1967) revealed that non-orphaned boys were more satisfactorily adjusted than boys orphaned by the death of the father, and boys orphaned due to other reasons had a less satisfactory adjustment than those orphaned by death of the father. He also found that girls were affected by the loss of the father, but the manner of the loss made very little difference to them. He reported that the

more feminine girls were orphaned due to other reasons than death. They were even more feminine than non-orphaned girls.

An experiment to determine the relationships between the female's cognitive proficiency under socially reinforced conditions and the perceived childrearing attributes of her father by Heilbrun, Harrell and Gillard (1967) reported that rejecting tendencies in either parent impaired cognitive proficiency in either sons or daughters if the cognitive activity is somewhat complex and is socially reinforced. This experiment also reported that perceived rejection by the father was associated with poorer cognitive control regardless of whether the mother was rejecting. However, rejection by the mother alone was not associated with poorer cognitive control. This led these researchers to conclude that perceived rejection by the father has a greater influence upon cognitive effectiveness for the daughter than does perceived maternal rejection.

Current research indicates that father-absence is associated with lower masculine identification of boys. Father-absence has a greater impact the longer the absence and the younger the age of the child when the father leaves (Walters and Stinnett, 1971).

Social Class and Parent-Child Relationships

An examination of the research literature indicates that child-rearing practices differ significantly according to socioeconomic class. The following differences have been observed:

1. The middle class parents, in comparison to lower class parents, are:
 - (a) more apt to consider the child's motives when transgressions occur (Rosen, 1964)
 - (b) more accepting and equalitarian toward children (Rosen, 1964)
 - (c) more tolerant of the child's needs and impulses (Rosen, 1964)
 - (d) evaluated by their sons to have positive ability, performance and drive (Rosen, 1964)
 - (e) more likely to be reported as interested in their son's performance in school and elsewhere (Rosen, 1964)
 - (f) more likely to read books and articles on childrearing (Kohn, 1963)
 - (g) more likely to regard childrearing as more problematic (Kohn, 1963)
 - (h) less likely to employ physical punishment, but to rely on reasoning, isolation, appeals to guilt and other methods involving the threat of loss of love (Kohn, 1963; Rosen, 1964)
2. The lower or working class, in comparison to middle class parents, are:
 - (a) more apt to react immediately to the consequences of the child's actions (Rosen, 1964)
 - (b) less accessible to the child, particularly the father (Rosen, 1964)
 - (c) perceived as less secure (Rosen, 1964)

- (d) perceived as slightly more nervous, shy and worried
(Rosen, 1964)
- (e) perceived as less interested and supportive (Rosen,
1964)
- (f) more likely to use physical punishment and use it when
disobedient acts are extreme (Kohn, 1963; Rosen, 1964)

Rosen noted that there were greater differences among social classes in the boys' perceptions of their fathers than their mothers.

Parental values for children vary according to social class. Self-direction and self-control are highly valued by middle class parents; conformity to external prescriptions and obedience are emphasized by working class parents. These above characteristics appear to be most appropriate for the life styles of the parents and probably are affected by the different occupational experiences of the separate classes (Pearlin and Kohn, 1966).

Straus (1967) noted that middle class parents were both more controlling and more supportive than the working class parents. Husbands were active in both instrumental and expressive roles. Fathers were more directive. Working class husbands had a relatively low role performance so the wives in this class exercised more power. The mothers of the working class were more directive than middle class mothers. Boys of the working class were found to be more supportive of both their fathers and mothers while girls of the middle class were more supportive of their fathers and mothers.

In a study by Russell (1967) it was reported that socioeconomic class is related to girls' attitudes toward their mothers. In this study, no significant differences were reported in the various social

class levels that pertained to attitudes of maternal warmth or coldness.

Biller and Weiss (1970) cited a tendency of lower-class families to downgrade males in terms of their apparent economic and social irresponsibility. The available female figures frequently reinforced these negative attitudes which seem to contribute to the lower class female's difficulty in relating to males with whom they associated.

CHAPTER III

PROCEDURE

Selection of Subjects

This study included American born adolescent male and female students between the ages of 12 and 19 enrolled in English classes at Fairfax Junior High and Fairfax Senior High in Fairfax, Oklahoma, during October, 1972. Of 257 completed questionnaires, 41 were excluded because the father figure had been permanently absent for over a year. The remaining 216 questionnaires were included in the research.

Cooperation in administration of the questionnaire was secured from the principal and the English instructors of the junior and senior high schools. An explanation of the project was given and plans were made for the distribution and completion of the questionnaires to be undertaken during the regular English classes with the assistance of the English instructors.

Measurement of the Background Variables

The first section of the instrument was composed of items concerned with background information of the respondents, including: (a) age, (b) sex, (c) race, (d) class in school, (e) size of family, (f) ordinal position in family, (g) head of household, (h) residence, and (i) socioeconomic status. The McGuire-White (1955) Index of Social

Status (short form) was used to assess the status of each respondent, based on their father's (a) level of educational attainment, (b) source of income, and (c) occupation. Also included in the general information section of the instrument were the following items regarding the respondents' perceptions concerning themselves and their relationships with their parents: (a) father absence, (b) degree of closeness of relationships, (c) degree of childhood happiness, (d) type of disciplinary control in the home, and (e) agent of discipline.

Description of the Instrument

A questionnaire entitled Attitudes toward Parents Scale (Form F) by Itkin (1952) was used in this study. The Form F scale was designed to measure attitudes concerning fathers, and consists of 35 items, including 11 items answered "true or false," eight multiple-choice items, and 16 personality traits which are rated on a five-point scale from "possesses to a very great degree" to "possesses only to a very slight degree or not at all." Towry (1971) found all 35 items of the Itkin scale to be significantly discriminating at the .001 level utilizing a group of Oklahoma youth. This would suggest the test would be valid for use with adolescents of the age group represented in this study. A chi-square test was utilized in determining the level of discrimination for each item.

Administration of the Instrument

The questionnaire was administered during regularly scheduled fifty-five minute English class periods by the English instructors and the investigator. This was done to encourage cooperation. This method

facilitated the selection of a representative sample of the school since all students are required to complete at least one English class.

Subjects participating in the study were informed that the purpose of the study was to study attitudes of youth concerning their fathers and that the study was being conducted through the Department of Family Relations and Child Development in the Division of Home Economics of Oklahoma State University. After informing the subjects that the numbers appearing on the information sheet were in no particular sequence and that their responses were anonymous, the appropriate questionnaires were distributed and answered.

Analysis of the Data

The Kruskal-Wallis one-way analysis of variance was used to examine the hypotheses. When a significant difference was found among any of the comparisons involving three or more groups, a Mann-Whitney U test was then used to compare each of the groups with each of the others.

CHAPTER IV

RESULTS

Description of the Subjects

Background Information

A detailed description of the 216 subjects who were included in this study is presented in Table I. The respondents ranged from 12 to 19 years of age, with the greatest proportion in the age category of 14-15 years. The respondents were in the seventh, eighth, ninth, tenth, eleventh, or twelfth grade, but the greatest number of students were in the seventh and eighth grades (32.87%). The largest proportion of the subjects were first born children (32.87%) and had either one brother (37.50%) or one sister (38.43%). The majority of the students had lived in a town of less than 2,500 population for the major part of their lives (56.94%), and had lived in a home with both a father and a mother (85.19%). Most of the respondents' fathers had completed 11 to 12 years of school (31.02%), and 37.50% reported their family income was from either salary or monthly checks. Of the 17.59% of the children who experience father-absence, 10.65% experienced the absence before the age of five. The majority of the respondents (39.81%) were classified in the upper-lower social class. The differences in the background factors related to the social classes which were most apparent were that in lower class families, as compared with middle class

TABLE I
CHARACTERISTICS OF THE SUBJECTS
(N = 216)

Description	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
<u>Age</u>								
12-13	14	30.43	22	36.67	23	26.74	6	28.57
14-15	15	32.61	23	38.33	30	34.88	6	28.57
16-17	17	36.96	14	23.33	30	34.88	7	33.33
18-19	-	-	1	1.67	3	3.49	2	9.52
Above 19	-	-	-	-	-	-	-	-
<u>Sex</u>								
Male	25	55.56	33	55.93	45	52.33	14	63.64
Female	20	44.44	26	44.07	40	46.51	8	36.36
<u>Race</u>								
Black	-	-	2	3.45	11	13.41	6	27.27
One-quarter or more Indian	15	32.61	16	27.59	16	19.51	3	13.64
White	31	67.39	39	67.24	52	63.41	12	54.55
Other	-	-	1	1.72	3	3.66	1	4.55
<u>Classification in School</u>								
7th or 8th grade	14	31.82	24	40.68	26	31.71	7	33.33
9th grade	9	20.45	11	18.64	23	28.05	4	19.05

TABLE I (Continued)

Description	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N = 46 N	%	N = 60 N	%	N = 86 N	%	N = 23 N	%
10th grade	6	13.64	13	22.03	11	13.41	3	14.29
11th grade	10	22.73	9	15.25	11	13.41	4	19.05
12th grade	5	11.36	2	3.39	11	13.41	3	14.29
<u>Family Size</u>								
1 brother	22	66.67	24	48.00	33	47.14	2	13.33
2 brothers	9	27.27	17	34.00	17	24.29	5	33.33
3 brothers	1	3.03	4	8.00	10	14.29	2	13.33
4 brothers	1	3.03	4	8.00	3	4.29	2	13.33
5 or more brothers	-	-	1	2.00	7	10.00	4	26.67
1 sister	21	60.00	21	43.75	34	51.52	7	38.89
2 sisters	10	28.57	13	27.08	14	21.21	5	27.78
3 sisters	4	11.43	8	16.67	3	4.55	2	11.11
4 sisters	-	-	2	4.17	10	15.15	2	11.11
5 or more sisters	-	-	4	8.33	5	7.58	2	11.11
<u>Ordinal Position in the Family</u>								
1st born	22	47.83	17	29.82	26	31.33	6	27.27
2nd born	14	30.43	13	22.81	26	31.33	1	4.55
3rd born	8	17.39	11	19.30	14	16.87	1	4.55
4th born	1	2.17	6	10.53	8	9.64	5	22.73
5th born or more	1	2.17	10	17.54	9	10.84	9	40.91

TABLE I (Continued)

Description	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N = 46 N	%	N = 60 N	%	N = 86 N	%	N = 23 N	%
<u>Head of Household</u>								
Father and mother	37	82.22	52	86.67	77	90.55	18	78.26
Father alone	1	2.22	2	3.33	1	1.18	3	13.04
Mother alone	2	4.44	-	-	-	-	-	-
Mother and step-father	4	8.89	3	5.00	5	5.88	2	8.70
Other	1	2.22	3	5.00	2	2.35	-	-
<u>Father's Education</u>								
Completed grades 5-7	1	2.38	-	-	6	7.69	16	72.73
Completed grades 8-10	-	-	6	10.34	29	37.18	5	22.73
Completed grades 11-12	6	14.29	25	43.10	35	44.87	1	4.55
Completed 1-3 years college	9	21.43	19	32.76	8	10.26	-	-
Completed 4 or more years of college	26	61.90	8	13.79	-	-	-	-
<u>Residence</u>								
Farm	9	20.00	7	12.50	14	17.72	3	13.64
Ranch	4	8.89	6	10.71	8	10.13	-	-
Less than 2,500 population	25	55.56	35	62.50	47	59.49	16	72.73
2,500 to 50,000 population	6	13.33	6	10.71	9	11.39	2	9.09
Over 50,000 population	1	2.22	2	3.57	1	1.27	1	4.55

TABLE I (Continued)

Description	Social Class							
	<u>Upper-Middle</u>		<u>Lower-Middle</u>		<u>Upper-Lower</u>		<u>Lower-Lower</u>	
	N = 46		N = 60		N = 86		N = 23	
	N	%	N	%	N	%	N	%
<u>Source of Income</u>								
Hourly wages, piece work, weekly checks	2	4.88	10	17.86	39	46.43	5	26.32
Salary, monthly checks	14	34.15	21	37.50	39	46.43	7	36.84
Profits and fees from a business	24	58.54	21	37.50	4	4.76	-	-
Savings, investments, inheritances	1	2.44	4	7.14	2	2.38	-	-
Welfare, odd jobs, share-cropping, seasonal work	-	-	-	-	-	-	7	36.84
<u>Father Absence</u>								
From 1-5 years of age	5	55.56	6	54.55	12	75.00	-	-
From 6-10 years of age	2	22.22	2	18.18	4	25.00	1	50.00
From 11-15 years of age	1	11.11	2	18.18	-	-	1	50.00
From 16-20 years of age	1	11.11	1	9.09	-	-	-	-
<u>Reasons for Father Absence</u>								
Separation	1	12.50	-	-	1	6.25	1	50.00
Divorce	1	12.50	6	60.00	7	43.75	1	50.00
Military service	4	50.00	2	20.00	5	31.25	-	-
Death	1	12.50	-	-	-	-	-	-
Other	1	12.50	2	20.00	3	18.75	-	-

families, there were more children and the fathers had less formal education.

Family Relationships Information

In addition to the background information, the questionnaire also contained items which elicited the students' perceptions of their family relationships (Table II). The greatest proportion of the students (53.24%) felt very much loved by their fathers. A very happy childhood was reported by 40.74% of the respondents.

Most of the subjects (31.48%) reported their discipline to have come equally from their fathers and mothers. The greatest number (51.39%) reported the disciplinary control in the home as average, while only 6.48% reported that it was rough.

The closeness the respondents felt to their fathers was reported as follows: very close, 34.26%; average in closeness, 25.00%; and 5.09% respondents reported being very distant to their fathers.

Most students believed that their fathers were interested in all that they do (47.22%), and 54.63% believed they spent an average amount of time with them. Most fathers were considered very masculine (79.63%) and not very domineering (52.78%).

The discipline of mothers was reported by the respondents as average in 42.59% of the questionnaires. The degree of closeness to mother during childhood was reported to be above average by 46.25%, and an additional 38.42% reported it to be average.

In the rearing of their own children, the majority of the subjects reported they would discipline about the same as their mother (60.19%) and about the same as their father (55.09%).

TABLE II
PERCEPTIONS CONCERNING FAMILY RELATIONSHIPS

Description	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
<u>Feeling of Love from Father</u>								
Very much	30	68.18	28	50.00	42	50.60	15	65.22
Above average	8	18.18	14	25.00	14	16.87	2	8.70
Average	4	9.09	10	17.86	23	27.71	5	21.74
Below average	1	2.27	1	1.79	2	2.41	1	4.35
Very little	1	2.27	3	5.36	2	2.41	-	-
<u>Degree of Happiness in Childhood</u>								
Very happy	19	44.19	25	44.64	36	46.75	8	40.00
Above average	15	34.88	17	30.36	7	9.09	3	15.00
Average	6	13.95	12	21.43	33	42.86	8	40.00
Below average	3	6.98	2	3.57	1	1.30	1	5.00
Very unhappy	-	-	-	-	-	-	-	-
<u>Agent of Discipline</u>								
Father	4	9.52	8	14.81	10	13.70	7	33.33
Father with some help from mother	12	28.57	13	24.07	9	12.33	1	4.76
Father and mother equally	13	30.95	19	35.19	29	39.73	7	33.33
Mother with some help from father	11	26.19	12	22.22	16	21.92	5	23.81
Mother	2	4.76	2	3.70	9	12.33	1	4.76

TABLE II (Continued)

Description	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
<u>Type of Disciplinary Control in the Home</u>								
Rough	1	2.38	8	14.29	5	7.04	-	-
Somewhat severe	4	9.52	5	8.93	9	12.68	3	15.00
Average	27	64.29	31	55.36	43	60.56	10	50.00
Somewhat mild	5	11.90	5	8.93	7	9.86	3	15.00
Mild	5	11.90	7	12.50	7	9.86	4	20.00
<u>Closeness with Father</u>								
Very close	14	33.33	21	36.84	26	33.77	13	65.00
Above average	15	35.71	15	26.32	15	19.48	-	-
Average	7	16.67	14	24.56	28	36.36	5	25.00
Below average	3	7.14	3	5.26	5	6.49	1	5.00
Very distant	3	7.14	4	7.02	3	3.90	1	5.00
<u>Father's Perceived Acceptance</u>								
Too busy to give attention	2	4.88	5	9.09	2	2.56	-	-
Shows interest in accomplishment at school	5	12.20	12	21.82	23	29.49	5	25.00
Interested in all done	26	63.41	26	47.27	39	50.00	11	55.00
Is difficult to talk to	5	12.20	7	12.73	11	14.10	3	15.00
Is not interested	3	7.32	5	9.09	3	3.85	1	5.00
<u>Perception of Father's Masculinity</u>								
Very masculine	39	90.70	46	79.31	72	85.71	15	68.18
Not very masculine	4	9.30	11	18.97	12	14.29	6	27.27

TABLE II (Continued)

Description	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
<u>Degree of Control by Father</u>								
Very domineering	14	31.83	22	38.60	23	29.49	4	20.00
Not very domineering	25	56.82	29	50.88	49	58.97	11	55.00
Submissive	4	9.09	6	10.53	9	11.54	5	25.00
<u>Type of Discipline from Mother</u>								
Very permissive	3	7.89	9	16.98	15	19.48	4	22.22
Permissive	12	31.58	6	11.32	8	10.39	3	16.67
Average	19	50.00	28	52.83	37	48.05	8	44.44
Strict	3	7.89	8	15.09	15	19.48	1	5.56
Very strict	1	2.63	2	3.77	2	2.60	2	11.11
<u>Perceived Difference in Rearing Own Children</u>								
More permissive than mother	4	10.00	15	26.32	22	27.85	7	38.89
About the same as mother	33	82.50	36	63.16	52	65.82	9	50.00
Less permissive than mother	3	7.50	6	10.53	4	5.06	2	11.11
More permissive than father	11	28.21	13	22.81	23	29.87	5	26.32
About the same as father	25	64.10	38	66.67	45	58.44	11	57.89
Less permissive than father	3	7.69	6	10.53	9	11.69	3	15.79
<u>Degree of Closeness to Mother During Childhood</u>								
Above average	22	56.41	33	58.93	37	47.44	8	42.11
Average	15	38.46	22	39.29	36	46.15	10	52.63
Below average	2	5.13	1	1.79	5	6.41	1	5.26

TABLE II (Continued)

Description	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
<u>Parent Having Greatest Influence on Child</u>								
Mother and father equally	22	56.41	29	50.00	39	47.55	7	38.89
Mother	11	28.21	20	34.48	30	36.59	3	16.67
Father	6	15.38	9	15.52	13	15.85	8	44.44
<u>Amount of Time Father Spends with Child</u>								
More than average	14	34.15	8	13.56	8	10.00	7	33.33
An average amount	18	43.90	37	62.71	53	66.25	10	47.62
Less than average	9	21.95	14	23.73	18	22.50	4	19.05
<u>Degree of Closeness to Friends</u>								
Very close	11	26.83	14	23.73	15	17.86	4	19.05
Above average	11	26.83	17	28.81	29	34.52	2	9.52
Average	18	43.90	25	42.37	37	44.05	12	57.14
Below average	1	2.44	3	5.08	2	2.38	1	4.76
Distant	-	-	-	-	1	1.19	2	9.52

With regard to the parent having the greater influence on the child, 44.90% of the respondents indicated their mother and father equally, and an additional 26.63% indicated their mother had the greater influence on them.

Closeness to friends was reported as average by 42.59% of the subjects, and an additional 27.31% reported closeness to friends as above average.

When the social classes were compared concerning their perceptions of family relationships:

1. There were few differences between the middle and lower classes in response to the category, feeling of love from father.
2. A substantially greater proportion of the middle class respondents than the lower class respondents rated the degree of happiness in childhood as above average.
3. A greater proportion of the lower class respondents than middle class respondents reported that their fathers were the primary agent of discipline in the family.
4. Very few differences were observed between the middle and lower class respondents' ratings of the type of disciplinary control in the home, closeness with father, father's perceived acceptance, amount of time father spends with child, and degree of closeness to friends.
5. A greater proportion of lower class than middle class youth perceived their fathers as being not very masculine and submissive, and perceived their mothers as very permissive.
6. A greater proportion of lower class youth than middle class youth indicated that in rearing their own children they would be more

permissive than their mothers.

7. A greater proportion of middle class than lower class youth rated the degree of closeness to their mothers during childhood as above average.

8. A greater proportion of lower class than middle class youth rated their fathers as having the greater influence on them.

Responses to Itkin's Attitudes toward Parents Scale (Form F) Items

Responses to Itkin's Attitudes toward Parents Scale are presented in Tables III, IV and V. The majority of the students considered themselves very close to their fathers and reported that their fathers generally had good reasons for any requests they might make. The majority indicated they would like to be the same kind of a parent that their fathers had been.

The greatest proportion of the respondents reported that their fathers did not underestimate their ability (48.61%); however, 24.07% reported their father did underestimate their ability. The largest number of respondents (64.35%) indicated their fathers did not find fault with them more often than they deserved. They believed that their fathers had sufficient respect for their opinions, were sufficiently interested in whether or not they had friends, and indicated that their fathers had treated them fairly when they were young.

The majority of the students reported that their fathers were admirable, that they were their best friends, and that their fathers considered the rearing of their children the most important job in life. Also, 41.20% reported that their fathers took a moderate amount

TABLE III
RESPONSES TO ITKIN'S ATTITUDES TOWARD PARENTS
SCALE (FORM F) SECTION I

Item			Social Class							
			Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
			N	%	N	%	N	%	N	%
1. I consider myself very close to my father.	True	28	70.00	39	69.64	45	59.96	13	68.42	
	Uncertain	5	12.50	7	12.50	13	16.46	3	15.79	
	False	7	17.50	10	17.86	21	26.58	3	15.79	
2. My father generally has good reasons for any requests he might make.	True	28	77.78	37	69.81	50	69.44	12	66.67	
	Uncertain	5	13.89	10	18.87	15	20.83	4	22.22	
	False	3	8.33	6	11.32	7	9.72	2	11.11	
3. I would like to be the same kind of a parent that my father has been.	True	22	55.00	24	42.11	33	42.86	10	58.82	
	Uncertain	9	22.50	16	28.07	19	24.68	2	11.76	
	False	9	22.50	17	29.82	25	32.47	5	29.41	
4. I believe that my father underestimates my ability.	True	8	21.62	12	22.22	21	26.92	11	57.89	
	Uncertain	4	10.81	10	18.53	16	20.51	1	5.26	
	False	25	67.57	32	59.26	41	52.56	7	36.84	
5. I believe my father finds fault with me more often than I deserve and seems never to be satisfied with anything I do.	True	5	12.50	11	19.30	17	21.25	2	11.11	
	Uncertain	2	5.00	7	12.28	8	10.00	4	22.22	
	False	33	82.50	39	68.42	55	68.75	12	66.67	
6. I believe that my father has insufficient respect for my opinions.	True	9	22.50	13	23.21	18	22.78	3	17.65	
	Uncertain	5	12.50	12	21.43	20	25.32	4	23.53	
	False	26	65.00	31	55.36	41	51.90	10	58.82	

TABLE III (Continued)

Item		Social Class							
		Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
		N	%	N	%	N	%	N	%
7. In my estimation, my father is insufficiently interested in whether or not I have friends.	True	4	9.76	6	11.11	19	23.75	4	22.22
	Uncertain	6	14.63	8	14.81	11	13.75	4	22.22
	False	31	75.61	40	74.07	50	62.50	10	55.56
8. In my judgment, my father did not treat me fairly when I was young.	True	2	5.00	4	7.27	7	8.64	-	-
	Uncertain	1	2.50	6	10.91	13	16.05	2	10.00
	False	37	92.50	45	81.82	61	75.31	18	90.00
9. I believe that my father is one of the most admirable persons I know.	True	26	74.29	27	55.10	28	40.58	8	53.33
	Uncertain	6	17.14	13	26.53	21	30.43	6	40.00
	False	3	8.57	9	18.37	20	28.99	1	6.67
10. My father has been one of the best friends I have ever had.	True	22	57.89	27	49.09	32	45.71	9	56.25
	Uncertain	8	21.05	16	29.09	16	22.86	5	31.25
	False	8	21.05	12	21.82	22	31.43	2	12.50
11. My father considers the rearing of his children the most important job in life.	True	22	57.89	29	55.77	39	58.21	12	66.67
	Uncertain	10	26.32	16	30.77	22	32.84	4	22.22
	False	6	15.79	7	13.46	6	8.96	2	11.11

TABLE IV
RESPONSES TO ITKIN'S ATTITUDES TOWARD PARENTS
SCALE (FORM F) SECTION II

Item	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
12. My father:								
Takes a very great interest in every- thing that concerns his children.	18	46.15	28	50.00	28	36.84	8	40.00
Takes a moderate amount of interest in things which concern his children.	17	43.59	20	35.71	43	56.58	9	45.00
Does not take very much interest in things which concern his children.	1	2.56	5	8.93	2	2.63	1	5.00
Takes little interest in things which concern his children.	3	7.69	3	5.36	3	3.95	2	10.00
Takes no interest in things which concern his children.	-	-	-	-	-	-	-	-
13. I get along with my father:								
Very well	20	48.78	24	43.64	25	30.49	9	47.37
Well	10	24.39	17	30.91	34	41.46	7	36.84
Fairly well	8	19.51	10	18.18	14	17.07	1	5.26

TABLE IV (Continued)

Item	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
Not very well	2	4.88	2	3.64	6	7.32	1	5.26
Poorly	1	2.44	2	3.64	3	3.66	1	5.26
14. In regard to taking my father into my confidence, I:								
Feel free to ask him intimate questions.	6	14.29	11	19.64	16	20.25	4	21.05
Often ask him intimate questions.	6	14.29	9	16.07	14	17.72	3	15.79
Sometimes ask him intimate questions.	9	21.43	11	19.64	9	11.39	2	10.53
Rarely, if ever, ask him intimate questions.	13	30.95	15	26.79	16	20.25	3	15.79
Wouldn't think of asking him any intimate questions.	8	19.05	10	17.86	24	30.38	7	36.84
15. Check whichever of the following terms that best describes your feelings toward your father:								
I idealize my father.	8	17.78	4	6.67	10	12.05	1	4.76
I admire my father.	16	35.56	17	28.33	18	21.69	5	23.81

TABLE IV (Continued)

Item	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
I respect my father.	18	40.00	34	56.67	49	59.04	13	61.91
I do not particularly respect my father.	2	4.44	3	5.00	5	6.02	1	4.76
I do not respect my father at all.	1	2.22	2	3.33	1	1.20	1	4.76
16. Check whichever of the following descriptions most nearly fit your father:								
Is always critical of his children, and nothing his children do ever seems to please him.	2	4.76	4	6.90	1	1.23	-	-
Is rather critical of his children, and is not often pleased by what his children do.	4	9.52	13	22.41	21	25.93	2	10.53
Is not very critical of his children, but on the other hand, does not show particular pleasure in what his children do.	7	16.67	7	12.07	17	20.99	5	26.32
Often shows pleasure at what his children do, and often praises them for their accomplishments.	22	52.38	26	44.83	31	38.27	7	36.84

TABLE IV (Continued)

Item	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
Very seldom complains about his children and is liberal in his praises of them.	7	16.67	8	13.79	11	13.58	5	26.32
17. I consider my father:								
Always willing to think only the best of his children.	20	51.28	22	40.00	26	32.91	9	42.86
Generally inclined to think well of his children.	12	30.77	23	41.82	40	50.63	8	38.10
Neither inclined to think only well or only poorly of his children.	4	10.26	4	7.27	8	10.13	2	9.52
Sometimes inclined to be critical of his children.	-	-	5	9.09	4	5.06	2	9.52
Always ready to think only the worst of his children.	3	7.69	1	1.82	1	1.27	-	-
18. My father:								
Never does little things for his children to show affection or consideration.	-	-	4	7.02	4	4.94	1	5.00

TABLE IV (Continued)

Item	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
Seldom does little things for his children to show affection or consideration.	4	9.52	5	8.77	9	11.11	2	10.00
Sometimes does little things for his children to show affection or consideration.	13	30.95	19	33.33	26	32.10	5	25.00
Often does little things for his children to show affection or consideration.	18	42.86	21	36.34	27	33.33	9	45.00
Is always doing little things for his children to show affection or consideration.	7	16.67	8	14.04	15	18.52	3	15.00
19. In my opinion, my father:								
Is so attached to his children that he wants to have them around all of the time.	1	2.33	3	5.17	5	6.10	4	20.00
Enjoys spending some of his time with his children.	33	76.74	38	65.52	53	64.63	11	55.00
Likes to spend a little of his time with his children.	7	16.28	13	22.41	20	24.39	5	25.00

TABLE IV (Continued)

Item	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
Does not like to spend time with his children.	2	4.65	3	5.17	4	4.88	-	-
Dislikes very much spending any of his time with his children.	-	-	1	1.72	-	-	-	-

TABLE V
RESPONSES TO ITKIN'S ATTITUDES TOWARD PARENTS
SCALE (FORM F) SECTION III

Item	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
20. <u>Fair</u>								
Very great degree	19	46.34	24	44.44	25	31.25	7	50.00
Greater than average degree	13	31.71	11	20.37	25	31.25	4	28.57
Average degree	7	17.07	15	27.78	25	31.25	1	7.14
Less than average degree	2	4.88	1	1.85	3	3.75	1	7.14
Very slight degree or not at all	-	-	3	5.56	2	2.50	1	7.14
21. <u>Selfish</u>								
Very great degree	1	2.44	2	3.39	4	5.19	-	-
Greater than average degree	2	4.88	2	3.39	5	6.49	1	5.26
Average degree	2	4.88	5	8.47	12	15.58	2	10.53
Less than average degree	7	7.07	5	8.47	13	16.88	2	10.53
Very slight degree or not at all	29	70.73	45	76.27	43	55.84	14	73.68
22. <u>Helpful</u>								
Very great degree	10	26.32	23	41.82	20	25.00	9	47.37
Greater than average degree	18	47.37	13	23.64	22	27.50	7	36.84
Average degree	7	18.42	17	30.91	29	36.25	3	15.79
Less than average degree	2	5.26	-	-	5	6.25	-	-
Very slight degree or not at all	1	2.63	2	3.64	4	5.00	-	-

TABLE V (Continued)

Item	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
23. <u>Sarcastic</u>								
Very great degree	2	4.55	4	7.27	7	8.33	2	8.70
Greater than average degree	1	2.27	4	7.27	12	14.29	3	13.04
Average degree	10	22.73	8	14.55	22	26.19	4	17.39
Less than average degree	6	13.64	8	14.55	10	11.90	4	17.39
Very slight degree or not at all	25	56.82	31	56.36	33	39.29	10	43.48
24. <u>Considerate</u>								
Very great degree	20	44.44	26	44.83	20	23.81	8	36.36
Greater than average degree	14	31.11	15	25.86	31	36.90	6	27.27
Average degree	8	17.78	6	10.34	29	34.52	7	31.82
Less than average degree	3	6.67	8	13.79	-	-	-	-
Very slight degree or not at all	-	-	3	5.17	4	4.76	1	4.55
25. <u>Bossy</u>								
Very great degree	4	9.09	6	11.11	13	16.25	3	14.29
Greater than average degree	4	9.09	6	11.11	18	22.50	-	-
Average degree	8	18.18	13	24.07	15	18.75	4	19.05
Less than average degree	14	31.82	19	35.19	14	17.50	3	14.29
Very slight degree or not at all	14	31.82	10	18.52	20	25.00	11	52.38

TABLE V (Continued)

Item	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
26. <u>Agreeable</u>								
Very great degree	12	27.27	13	23.21	18	23.68	8	44.44
Greater than average degree	14	31.82	20	35.71	18	23.68	5	27.78
Average degree	12	27.27	15	26.79	29	38.16	3	16.67
Less than average degree	3	6.82	1	1.79	6	7.89	-	-
Very slight degree or not at all	3	6.82	7	12.50	5	6.58	2	11.11
27. <u>Kind</u>								
Very great degree	21	46.67	34	60.71	25	33.33	12	57.14
Greater than average degree	14	31.11	8	14.29	19	25.33	5	23.81
Average degree	6	13.33	10	17.86	23	30.67	2	9.52
Less than average degree	1	2.22	2	3.57	5	6.67	-	-
Very slight degree or not at all	3	6.67	2	3.57	3	4.00	2	9.52
28. <u>Envious</u>								
Very great degree	-	-	5	10.42	10	13.33	3	17.65
Greater than average degree	2	5.41	7	14.58	9	12.00	1	5.88
Average degree	5	13.51	4	8.33	12	16.00	3	17.65
Less than average degree	6	16.22	9	18.75	14	18.67	1	5.88
Very slight degree or not at all	24	64.86	23	47.92	30	40.00	9	52.94

TABLE V (Continued)

Item	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	N	%	N	%	N	%	N	%
29. <u>Affectionate</u>								
Very great degree	17	42.50	15	27.27	23	31.51	8	47.06
Greater than average degree	10	25.00	14	25.45	17	23.29	2	11.76
Average degree	9	22.50	20	36.36	20	27.40	4	23.53
Less than average degree	3	7.50	5	9.09	6	8.22	1	5.88
Very slight degree or not at all	1	2.50	1	1.82	7	9.59	2	11.76
30. <u>Understanding</u>								
Very great degree	13	34.21	26	47.27	23	32.86	7	38.89
Greater than average degree	17	44.74	11	20.00	17	24.29	4	22.22
Average degree	6	15.79	13	23.64	18	25.71	5	27.78
Less than average degree	1	2.63	1	1.82	9	12.86	1	5.56
Very slight degree or not at all	1	2.63	4	7.27	3	4.29	1	5.56
31. <u>Cold</u>								
Very great degree	1	2.78	4	7.41	7	10.29	1	5.88
Greater than average degree	4	11.11	6	11.11	2	2.94	-	-
Average degree	2	5.56	10	18.52	14	20.59	6	35.29
Less than average degree	2	5.56	6	11.11	9	13.24	2	11.76
Very slight degree or not at all	27	75.00	28	51.85	36	52.94	8	47.06

TABLE V (Continued)

Item	Social Class							
	<u>Upper-Middle</u>		<u>Lower-Middle</u>		<u>Upper-Lower</u>		<u>Lower-Lower</u>	
	N	%	N	%	N	%	N	%
32. <u>Suspicious</u>								
Very great degree	8	22.22	10	19.23	11	18.03	5	33.33
Greater than average degree	5	13.89	3	5.77	13	21.31	3	20.00
Average degree	4	11.11	9	17.31	8	13.11	1	6.67
Less than average degree	7	19.44	10	19.23	9	14.75	3	20.00
Very slight degree or not at all	12	33.33	20	38.46	20	32.79	3	20.00
33. <u>Sympathetic</u>								
Very great degree	11	31.43	17	30.36	13	20.63	3	18.75
Greater than average degree	8	22.86	14	25.00	17	26.98	5	31.25
Average degree	11	31.43	13	23.21	18	28.57	6	37.50
Less than average degree	5	14.29	3	5.36	8	12.70	1	6.25
Very slight degree or not at all	-	-	9	16.07	7	11.11	1	6.25
34. <u>Courteous</u>								
Very great degree	14	41.18	24	46.15	15	25.00	5	33.33
Greater than average degree	13	38.24	15	28.85	18	30.00	4	26.67
Average degree	5	14.71	8	15.38	20	33.33	4	26.67
Less than average degree	2	5.88	3	5.77	3	5.00	-	-
Very slight degree or not at all	-	-	2	3.85	4	6.67	2	13.33

TABLE V (Continued)

Item	Social Class							
	<u>Upper-Middle</u>		<u>Lower-Middle</u>		<u>Upper-Lower</u>		<u>Lower-Lower</u>	
	N	%	N	%	N	%	N	%
35. <u>Trustful</u>								
Very great degree	25	69.44	31	53.45	37	50.68	10	58.82
Greater than average degree	7	19.44	12	20.69	12	16.44	3	17.65
Average degree	3	8.33	8	13.79	16	21.92	2	11.76
Less than average degree	-	-	4	6.90	4	5.48	1	5.88
Very slight degree or not at all	1	2.78	3	5.17	4	5.48	1	5.88

of interest in things which concerned their children, and an additional 37.96% reported that their fathers took a very great interest in everything that concerned their children.

In terms of getting along with their fathers, 36.11% responded very well and an additional 31.48% responded well. However, the majority (22.69%) wouldn't think of asking him any intimate questions. The majority of the subjects (52.77%) respected their fathers, and an additional 25.92% admired their fathers. The majority of the students responded that their fathers often show pleasure at what their children do and are generally inclined to think well of their children. Most of the students reported that their fathers often do little things for their children to show affection or consideration or sometimes do little things for their children to show affection or consideration. A large number of respondents (62.50%) indicated that their fathers enjoyed spending some of their time with their children.

The fathers were generally rated average to very fair, unselfish, helpful, not sarcastic, considerate, average in bossiness to not bossy, agreeable, kind, not envious, affectionate, understanding, warm, not suspicious, sympathetic, courteous, and trustful. Responses to each item are presented in detail in Tables III, IV, and V. The responses are presented according to upper-middle, lower-middle, upper-lower, and lower-lower social class.

When comparisons were made of the responses of middle and lower class youth to Section I of Itkin's Attitudes toward Parents Scale (Form F):

1. There were few differences in ratings of middle and lower class youth with respect to closeness to fathers, adequacy of reasons

for requests made by fathers, fathers' finding fault with the respondents, fathers' respect for opinions, fathers' fair treatment of the respondents when they were young, fathers' being one of the best friends they had ever had, fathers' considering the rearing of children the most important job in life, the manner in which they "got along with their fathers," freedom to ask fathers intimate questions, fathers' willingness to think well of their children, fathers' willingness to show affection and consideration for their children, and fathers' liking to spend time with their children.

2. A greater proportion of lower class than middle class youth reported that their fathers underestimated their ability, were insufficiently interested in whether or not the respondents had friends, were uncertain whether their fathers were among the most admirable persons they knew, and reported their fathers did not show particular pleasure in what their children did.

3. A greater proportion of middle than lower class youth reported that their fathers take a very great interest in everything they do and that they admired their fathers.

When comparisons were made of the responses of middle and lower class youth to Section III of Itkin's Attitudes toward Parents Scale (Form F):

1. There were few differences in the ratings of middle and lower class youth with respect to their fathers' being fair, helpful, agreeable, and trustful.

2. A greater proportion of middle class than lower class youth rated their fathers more favorably with respect to being selfish, sarcastic, considerate, bossy, kind, envious, affectionate, understanding,

cold, suspicious, sympathetic, and courteous.

Relationship Between Scores and Selected Background Variables

The Kruskal-Wallis one-way analysis of variance was used to examine perceptions of respondents on Itkin's Attitudes toward Parents Scale (Form F) which were classified in terms of (a) age, (b) race, (c) classification in school, (d) ordinal position in the family, (e) head of household, (f) age when father was absent, (g) reasons for father absence, (h) love from father, (i) childhood happiness, (j) agent of discipline, (k) type of discipline, (l) degree of closeness to father, (m) father's acceptance, (n) perception of father's authority role, (o) type of discipline from mother, (p) perceptions concerning rearing children of their own, (q) degree of closeness to mother, (r) parent having greatest influence on self, (s) amount of time father spends with children, and (t) closeness to peers. The results of these analyses according to upper-middle, lower-middle, upper-lower, and lower-lower social class are presented in Table VI.

Eleven of the variables investigated in relation to the total group scores on Itkin's scale revealed significant differences in the upper-middle social class. Nine of the variables investigated revealed significant differences in the lower-middle social class and the upper-lower social class. Two of the variables investigated revealed significant differences in the lower-lower social class. Those variables which were found to reflect statistically significant differences among groups were then subjected to a Mann-Whitney U test to determine those particular relationships between categories within the variables which

TABLE VI
KRUSKAL-WALLIS ANALYSIS OF SCALE SCORES CLASSIFIED
ACCORDING TO SELECTED BACKGROUND VARIABLES

Background Variable	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	No. = 46 H	p	No. = 60 H	p	No. = 86 H	p	No. = 23 H	p
Age	15.14	.001	7.24	n.s.	4.30	n.s.	3.74	n.s.
Race	.01	n.s.	5.02	n.s.	3.63	n.s.	5.61	n.s.
Classification in School	13.63	.01	4.33	n.s.	9.66	.05	4.80	n.s.
Ordinal Position in the Family	4.25	n.s.	1.79	n.s.	2.85	n.s.	4.52	n.s.
Head of Household	8.23	n.s.	1.08	n.s.	1.12	n.s.	1.22	n.s.
Age when Father Absent	4.91	n.s.	6.73	n.s.	0.30	n.s.	1.00	n.s.
Reasons for Father Absence	3.50	n.s.	1.27	n.s.	2.50	n.s.	1.00	n.s.
Love of Father	16.35	.01	21.85	.001	37.10	.001	11.99	.01
Childhood Happiness	12.74	.01	10.25	.05	16.29	.001	6.93	n.s.
Agent of Discipline	9.74	.05	9.19	n.s.	10.00	.05	0.76	n.s.
Type of Discipline	9.01	n.s.	6.23	n.s.	3.67	n.s.	5.73	n.s.
Degree of Closeness to Father	23.39	.001	20.03	.001	25.57	.001	4.58	n.s.

TABLE VI (Continued)

Background Variable	Social Class							
	Upper-Middle		Lower-Middle		Upper-Lower		Lower-Lower	
	No. = 46		No. = 60		No. = 86		No. = 23	
	H	p	H	p	H	p	H	p
Father's Acceptance	15.07	.01	20.65	.001	24.39	.001	8.97	.05
Perception of Father's Authority Role	4.98	n.s.	12.10	.01	6.61	.05	3.23	n.s.
Type of Discipline from Mother	10.55	.05	4.91	n.s.	4.20	n.s.	1.34	n.s.
In Rearing Children in Relation to Mother	7.67	.05	3.87	n.s.	1.33	n.s.	0.90	n.s.
In Rearing Children in Relation to Father	11.40	.01	12.98	.01	22.45	.001	0.39	n.s.
Degree of Closeness to Mother	4.43	n.s.	1.20	n.s.	5.55	n.s.	0.76	n.s.
Parent Having Greatest Influence on Self	2.51	n.s.	7.76	.05	3.87	n.s.	2.60	n.s.
Amount of Time Father Spends with You	23.25	.001	10.07	.01	17.91	.001	5.39	n.s.
Closeness to Peers	4.73	n.s.	9.70	.01	2.65	n.s.	2.69	n.s.

accounted for the significance revealed by the Kruskal-Wallis one-way analysis of variance. The specific direction of the difference may be found by an examination of Table VII.

When the particular relationships between categories were examined:

1. Age, classification in school, love of father, childhood happiness, agent of discipline, degree of closeness to father, father's acceptance, type of discipline from mother, perceptions concerning rearing children of their own in relation to the manner in which their mother and their father had reared them, and amount of time the father had spent with them were significantly related to the upper-middle class adolescents' positive perceptions of fathers.

2. Love of father, childhood happiness, degree of closeness to father, father's acceptance, perception of father's authority role, perceptions concerning rearing children of their own in relation to the manner in which their father had reared them, parent having greatest influence on their life, amount of time the father spent with them, and closeness to peers were significantly related to the lower-middle class adolescents' positive perceptions of fathers.

3. Classification in school, love of father, childhood happiness, agent of discipline, degree of closeness to father, father's acceptance, perception of father's authority role, perceptions concerning rearing children of their own in relation to the manner in which their father had reared them, and amount of time father spends with his children were significantly related to the upper-lower class adolescents' positive perceptions of fathers.

4. Love of father and father's acceptance were the two significantly related variables to the lower-lower class adolescents' positive

TABLE VII
PROBABILITY VALUES REFLECTING DIFFERENCES BETWEEN GROUPS
BASED ON MANN-WHITNEY U TESTS

Background Variable	Social Class			
	Upper-Middle	Lower-Middle	Upper-Lower	Lower-Lower
	No. = 46 p	No. = 60 p	No. = 86 p	No. = 23 p
<u>Age</u>				
12-13/14-15	n.s.	n.s.	n.s.	n.s.
12-13/16-17	.001(a)	.01(a)	n.s.	n.s.
12-13/18-19	-	n.s.	n.s.	n.s.
14-15/16-17	.01(a)	n.s.	n.s.	n.s.
14-15/18-19	-	n.s.	n.s.	n.s.
16-17/18-19	-	n.s.	n.s.	n.s.
<u>Race</u>				
Black/¼ or more Indian	-	n.s.	.05(b)	n.s.
Black/white	-	n.s.	n.s.	n.s.
Black/other	-	n.s.	n.s.	n.s.
¼ or more Indian/white	n.s.	n.s.	n.s.	n.s.
¼ or more Indian/other	-	n.s.	n.s.	n.s.

(a) First variable reflects a more favorable perception of fathers.

(b) Second variable reflects a more favorable perception of fathers.

TABLE VII (Continued)

Background Variable	Social Class			
	Upper-Middle	Lower-Middle	Upper-Lower	Lower-Lower
	No. = 46 p	No. = 60 p	No. = 86 p	No. = 23 p
<u>Classification in School</u>				
7 or 8/9	n.s.	n.s.	n.s.	n.s.
7 or 8/10	n.s.	n.s.	n.s.	n.s.
7 or 8/11	.01(a)	n.s.	n.s.	n.s.
7 or 8/12	.01(a)	n.s.	.05(a)	n.s.
9/10	n.s.	n.s.	n.s.	n.s.
9/11	.05(a)	n.s.	n.s.	n.s.
9/12	n.s.	n.s.	n.s.	n.s.
10/11	n.s.	n.s.	n.s.	n.s.
10/12	.05(a)	n.s.	.05(a)	.05(a)
11/12	n.s.	n.s.	n.s.	n.s.
<u>Ordinal Position in the Family</u>				
1/2	n.s.	n.s.	n.s.	n.s.
1/3	.001(b)	n.s.	n.s.	n.s.
1/4	n.s.	n.s.	n.s.	n.s.
1/5 or more	n.s.	n.s.	n.s.	n.s.
2/3	n.s.	n.s.	n.s.	n.s.
2/4	n.s.	n.s.	n.s.	n.s.
2/5 or more	n.s.	n.s.	n.s.	n.s.
3/4	n.s.	n.s.	n.s.	n.s.
3/5 or more	n.s.	n.s.	n.s.	n.s.
4/5 or more	n.s.	n.s.	.05(a)	n.s.

TABLE VII (Continued)

Background Variable	Social Class			
	Upper-Middle	Lower-Middle	Upper-Lower	Lower-Lower
	No. = 46 p	No. = 60 p	No. = 86 p	No. = 23 p
<u>Head of Household</u>				
Father and mother/mother alone	n.s.	-	-	-
Father and mother/father alone	.05(a)	n.s.	n.s.	n.s.
Father and mother/mother and step-father	n.s.	n.s.	n.s.	n.s.
Father and mother/other	n.s.	n.s.	n.s.	n.s.
Father alone/mother alone	n.s.	-	-	-
Father alone/mother and step-father	n.s.	n.s.	n.s.	n.s.
Father alone/other	n.s.	n.s.	n.s.	-
Mother alone/mother and step-father	n.s.	-	-	-
Mother alone/other	n.s.	-	-	-
Mother and step-father/other	n.s.	n.s.	n.s.	-
<u>Age When Father Absent</u>				
1-5/6-10	n.s.	n.s.	n.s.	-
1-5/11-15	n.s.	n.s.	-	-
1-5/16-20	n.s.	n.s.	-	-
6-10/11-15	n.s.	n.s.	-	n.s.
6-10/16-20	n.s.	n.s.	-	-
11-15/16-20	n.s.	n.s.	-	-
<u>Reasons for Father Absence</u>				
Separation/divorce	n.s.	-	n.s.	n.s.

TABLE VII (Continued)

Background Variable	Social Class			
	Upper-Middle	Lower-Middle	Upper-Lower	Lower-Lower
	No. = 46 p	No. = 60 p	No. = 86 p	No. = 23 p
Separation/military service	n.s.	-	n.s.	n.s.
Separation/death	n.s.	-	-	-
Separation/other	n.s.	-	n.s.	-
Divorce/military service	n.s.	n.s.	n.s.	-
Divorce/death	n.s.	-	-	-
Divorce/other	n.s.	n.s.	n.s.	-
Military service/death	n.s.	-	-	-
Military service/other	n.s.	n.s.	n.s.	-
Death/other	n.s.	-	-	-
<u>Love of Father</u>				
Very much/above average	n.s.	.05(a)	n.s.	n.s.
Very much/average	.01(a)	.001(a)	.001(a)	.01(a)
Very much/below average	n.s.	n.s.	.05(a)	n.s.
Very much/very little	n.s.	.05(a)	.05(a)	-
Above average/average	n.s.	.05(a)	.001(a)	n.s.
Above average/below average	n.s.	n.s.	.05(a)	n.s.
Above average/very little	n.s.	n.s.	.05(a)	-
Average/below average	n.s.	n.s.	n.s.	n.s.
Average/very little	n.s.	n.s.	.05(a)	-
Below average/very little	n.s.	n.s.	n.s.	-
<u>Childhood Happiness</u>				
Very happy/somewhat above average	n.s.	n.s.	n.s.	n.s.
Very happy/average	.05(a)	.05(a)	.001(a)	n.s.

TABLE VII (Continued)

Background Variable	Social Class			
	Upper-Middle	Lower-Middle	Upper-Lower	Lower-Lower
	No. = 46 p	No. = 60 p	No. = 86 p	No. = 23 p
Very happy/somewhat below average	.01(a)	.05(a)	n.s.	n.s.
Very happy/very unhappy	-	-	-	-
Somewhat above average/average	n.s.	n.s.	.05(a)	n.s.
Somewhat above average/somewhat below average	.05(a)	.05(a)	n.s.	n.s.
Somewhat above average to very unhappy	-	-	-	-
Average/somewhat below average	n.s.	n.s.	n.s.	n.s.
Average/very unhappy	-	-	-	-
Somewhat below average/very unhappy	-	-	-	-
<u>Agent of Discipline</u>				
My father/my father with some help from my mother	.05(b)	n.s.	n.s.	n.s.
My father/equally my father and my mother	.05(b)	n.s.	.01(b)	n.s.
My father/my mother with some help from my father	.01(b)	n.s.	n.s.	n.s.
My father/my mother	n.s.	n.s.	n.s.	n.s.
My father with some help from my mother/equally	n.s.	n.s.	n.s.	n.s.
My father with some help from my mother/my mother with some help from my father	n.s.	n.s.	n.s.	n.s.
My father with some help from my mother/my mother	n.s.	n.s.	n.s.	n.s.
Equally/my mother with some help from my father	n.s.	.01(a)	.05(a)	n.s.

TABLE VII (Continued)

Background Variable	Social Class			
	Upper-Middle	Lower-Middle	Upper-Lower	Lower-Lower
	No. = 46 p	No. = 60 p	No. = 86 p	No. = 23 p
Equally/my mother	n.s.	n.s.	n.s.	n.s.
My mother with some help from my father/ my mother	n.s.	n.s.	n.s.	n.s.
<u>Type of Discipline</u>				
Rough/somewhat severe	n.s.	n.s.	n.s.	-
Rough/average	n.s.	.05(b)	n.s.	-
Rough/somewhat mild	n.s.	n.s.	n.s.	-
Rough/mild	n.s.	n.s.	n.s.	-
Somewhat severe/average	.05(b)	n.s.	n.s.	n.s.
Somewhat severe/somewhat mild	n.s.	n.s.	n.s.	n.s.
Somewhat severe/mild	n.s.	n.s.	n.s.	n.s.
Average/somewhat mild	n.s.	n.s.	n.s.	.05(b)
Average/mild	n.s.	n.s.	n.s.	n.s.
Somewhat mild/mild	n.s.	n.s.	n.s.	.05(a)
<u>Degree of Closeness to Father</u>				
Very close/above average	n.s.	n.s.	n.s.	-
Very close/average	.001(a)	.05(a)	.001(a)	n.s.
Very close/below average	.05(a)	.05(a)	.05(a)	n.s.
Very close/very distant	.05(a)	.01(a)	.01(a)	-
Above average/average	.001(a)	.05(a)	.01(a)	-
Above average/below average	.05(a)	.05(a)	n.s.	-
Above average/very distant	.05(a)	.01(a)	.01(a)	n.s.

TABLE VII (Continued)

Background Variable	Social Class			
	Upper-Middle	Lower-Middle	Upper-Lower	Lower-Lower
	No. = 46 p	No. = 60 p	No. = 86 p	No. = 23 p
Average/below average	n.s.	n.s.	n.s.	n.s.
Average/very distant	n.s.	.01(a)	.01(a)	n.s.
Below average/very distant	n.s.	n.s.	.05(a)	n.s.
<u>Father's Acceptance</u>				
Too busy/interested in school	n.s.	n.s.	n.s.	-
Too busy/interested in almost all done	.05(b)	.05(b)	.05(b)	-
Too busy/difficult to talk to	n.s.	n.s.	n.s.	-
Too busy/not interested	n.s.	n.s.	n.s.	-
Interested in school/interested in all I do	n.s.	.05(b)	.05(b)	n.s.
Interested in school/difficult to talk to	n.s.	n.s.	.05(a)	n.s.
Interested in school/not interested	n.s.	n.s.	.05(a)	n.s.
Interested in almost all done/difficult to talk to	n.s.	.001(a)	.001(a)	.05(a)
Interested in almost all done/not interested	.01(a)	.01(a)	.01(a)	n.s.
Difficult to talk to/not interested	n.s.	n.s.	n.s.	n.s.
<u>Degree of Control by Father</u>				
Very domineering or bossy/not very domineering	.05(b)	.05(b)	.05(b)	n.s.
Very domineering or bossy/rather submissive	n.s.	.01(b)	.05(b)	n.s.
Not very domineering/rather submissive	n.s.	.05(b)	n.s.	n.s.

TABLE VII (Continued)

Background Variable	Social Class			
	Upper-Middle	Lower-Middle	Upper-Lower	Lower-Lower
	No. = 46 p	No. = 60 p	No. = 86 p	No. = 23 p
<u>Type of Discipline from Mother</u>				
Very permissive/permissive	n.s.	n.s.	n.s.	n.s.
Very permissive/average	n.s.	n.s.	n.s.	n.s.
Very permissive/strict	.05(a)	n.s.	n.s.	n.s.
Very permissive/very strict	n.s.	.05(a)	n.s.	n.s.
Permissive/average	.05(b)	n.s.	n.s.	n.s.
Permissive/strict	n.s.	n.s.	n.s.	n.s.
Permissive/very strict	n.s.	.05(a)	n.s.	n.s.
Average/strict	.05(a)	n.s.	n.s.	n.s.
Average/very strict	n.s.	.05(a)	n.s.	n.s.
Strict/very strict	n.s.	n.s.	n.s.	n.s.
<u>Perceived Difference in Rearing Own Children</u>				
More permissive than your mother/about the same as your mother	n.s.	.05(b)	n.s.	n.s.
More permissive than your mother/less permissive than your mother	.05(a)	n.s.	n.s.	n.s.
About the same as your mother/less permissive than your mother	.01(a)	n.s.	n.s.	n.s.
More permissive than your father/about the same as your father	.01(b)	.001(b)	.001(b)	n.s.
More permissive than your father/less permissive than your father	n.s.	n.s.	n.s.	n.s.
About the same as your father/less permissive than your father	n.s.	n.s.	n.s.	n.s.

TABLE VII (Continued)

Background Variable	Social Class			
	Upper-Middle	Lower-Middle	Upper-Lower	Lower-Lower
	No. = 46 p	No. = 60 p	No. = 86 p	No. = 23 p
<u>Degree of Closeness to Mother During Childhood</u>				
Above average/average	n.s.	n.s.	n.s.	n.s.
Above average/below average	.05(a)	n.s.	n.s.	n.s.
Average/below average	n.s.	n.s.	.05(a)	n.s.
<u>Parent Having Greatest Influence on Child</u>				
Mother and father equally/mother	n.s.	.05(a)	n.s.	n.s.
Mother and father equally/father	n.s.	.05(a)	n.s.	n.s.
Mother/father	n.s.	n.s.	n.s.	n.s.
<u>Amount of Time Father Spends with Child</u>				
More than average/average	.05(a)	.05(a)	.05(a)	.05(a)
More than average/less than average	.001(a)	.01(a)	.001(a)	n.s.
Average/less than average	.001(a)	.05(a)	.001(a)	n.s.
<u>Degree of Closeness to Friends</u>				
Very close/above average	n.s.	n.s.	n.s.	n.s.
Very close/average	.05(a)	.01(b)	n.s.	n.s.
Very close/below average	n.s.	n.s.	n.s.	n.s.
Very close/distant	-	-	n.s.	n.s.
Above average/average	n.s.	n.s.	n.s.	n.s.
Above average/below average	n.s.	n.s.	n.s.	n.s.

TABLE VII (Continued)

Background Variable	Social Class			
	<u>Upper-Middle</u>	<u>Lower-Middle</u>	<u>Upper-Lower</u>	<u>Lower-Lower</u>
	No. = 46 p	No. = 60 p	No. = 86 p	No. = 23 p
Above average/distant	n.s.	-	n.s.	n.s.
Average/below average	n.s.	.05(a)	n.s.	n.s.
Average/distant	-	-	n.s.	n.s.
Below average/distant	-	-	n.s.	n.s.
<u>Sex</u>				
Male/female	n.s.	n.s.	.001(b)	n.s.
<u>Perception of Father's Masculinity</u>				
Very masculine/not very masculine	n.s.	.05(a)	.01(a)	n.s.

perceptions of fathers.

Comparisons Between Categories

The levels of significance reflected by a Mann-Whitney U test on the background variables classified according to upper-middle, lower-middle, upper-lower, and lower-lower social class are presented in Table VII. The major findings were:

1. The 12-13 year old adolescents scored higher on Itkin's scale, i.e., reflected a more positive perception of their fathers, than 16-17 year old adolescents in both the upper-middle and lower-middle social classes. The 14-15 year old adolescents scored higher than the 16-17 year old adolescents in the upper-middle social class.

2. One-quarter or more Indian adolescents scored higher on Itkin's scale than black adolescents in the upper-lower social class.

3. The 7th and 8th grade students scored higher on Itkin's scale than the 11th and 12th grade students of the upper-middle social class and the 12th grade students of the upper-lower social class. The 9th grade students reflected more favorable scores on Itkin's scale than the 11th grade students of the upper-middle social class. The 10th-grade students scored higher than the 12th grade students of the upper-middle, upper-lower, and lower-lower social classes.

4. The third born children reflected more favorable scores on Itkin's scale than first born children of the upper-middle social class. The fourth born children reflected a higher score than the fifth or more born of the upper-lower social class.

5. Adolescents whose fathers and mothers were heads of their households scored higher than mothers alone as heads of households.

6. Adolescents of the lower-middle class rating love of father as very much reflected more favorable attitudes toward fathers than adolescents rating love of father as above average. Adolescents of all four social classes rating love of father as very much scored higher than those adolescents rating love of father as average. Adolescents of the upper-lower class rating love of father as very much scored higher on Itkin's scale than adolescents rating love of father as below average. Adolescents of the lower-middle and upper-lower social classes who rated love of father as very much scored higher than adolescents who rated love of father as very little. The lower-middle and upper-lower social class adolescents rating love of father as above average scored higher than adolescents rating love of father as average. The upper-lower social class adolescents rating love of father as above average scored higher than adolescents rating love of father as below average or as very little. Upper-lower social class adolescents rating love of father as average scored higher than adolescents rating love of father as very little.

7. Adolescents of the upper-middle, lower-middle and upper-lower social classes reporting childhood happiness as very happy reflected a more positive perception of fathers than adolescents reporting childhood happiness as average. Adolescents of the upper-middle and lower-middle classes rating childhood happiness as very happy scored higher than adolescents rating childhood happiness as somewhat below average. Adolescents reporting childhood happiness as somewhat above average scored higher than adolescents reporting childhood happiness as average in the upper-lower class. Adolescents of both the upper-middle and lower-middle classes reporting childhood happiness as somewhat above

average scored higher than the adolescents reporting somewhat below average.

8. Upper-middle class adolescents reporting the agent of discipline as my father with some help from my mother scored higher on Itkin's scale than adolescents reporting the agent of discipline as my father. Adolescents of the upper-middle and upper-lower classes reporting the agent of discipline as equally my father and my mother scored higher than adolescents reporting my father. Upper-middle class adolescents reporting the agent of discipline as my mother with some help from my father scored higher than those reporting my father as the agent of discipline. Lower-middle and upper-lower class adolescents had more positive perceptions toward their fathers when the agent of discipline was reported as equally than when the agent of discipline was reported as my mother with some help from my father.

9. Lower-middle class adolescents rating type of discipline as average reflected higher scores on Itkin's scale than those who rated type of discipline as rough. Adolescents of the upper-middle class rating type of discipline as average scored higher than those rating type of discipline as somewhat severe. In the lower-lower class, adolescents rating type of discipline as somewhat mild scored higher than those rating type of discipline as average, as did adolescents rating discipline as somewhat mild compared to mild.

10. Degree of closeness to father rated as very close by adolescents of the upper-middle, lower-middle, and upper-lower classes reflected a significantly more favorable score than degree of closeness to father rated as average. Adolescents from the same three social class divisions reporting degree of closeness to father as very close

scored higher than adolescents reporting a below average or very distant degree of closeness to father. Respondents of the upper-middle, lower-middle, and upper-lower classes reporting degree of closeness to father as above average reflected more positive perceptions concerning their fathers than respondents reporting degree of closeness to father as average. Upper-middle and lower-middle class adolescents reporting degree of closeness to father as above average scored higher than those reporting below average. Adolescents of the upper-middle, lower-middle, and upper-lower classes reporting degree of closeness to father as above average scored higher than those reporting very distant. Respondents in the lower-middle and upper-lower classes reporting degree of closeness to father as average scored higher on Itkin's scale than those reporting degree of closeness to father as very distant. Adolescents of the upper-lower class reporting below average as degree of closeness to father scored higher than those reporting very distant.

11. When father's acceptance was reported as interested in almost all I do, the adolescents of the upper-middle, lower, middle, and upper-lower classes had more favorable perceptions toward their fathers than those who reported their father's acceptance as too busy. Adolescents of the lower-middle and upper-lower classes reporting father's acceptance as interested in all I do scored higher than those reporting father's acceptance as interested in school. Upper-lower class respondents reporting father's acceptance as interested in school scored higher than those reporting difficult to talk to and not interested. Adolescents of the lower-middle and upper-lower classes reporting father's acceptance as interested in almost all I do obtained significantly higher scores on Itkin's scale than those who reported father's

acceptance as difficult to talk to. Upper-middle, lower-middle, and upper-lower class adolescents rating father's acceptance as interested in almost all I do scored higher than those rating father's acceptance as not interested.

12. Adolescents from the upper-middle, lower-middle, and upper-lower classes reporting degree of control by fathers as not very domineering scored higher on Itkin's scale than those reporting degree of control by father as very domineering or bossy. Lower-middle and upper-lower social class adolescents rating degree of control by father as rather submissive reflected higher scores than those rating degree of control by father as very domineering or bossy. Adolescents in the lower-middle social class reporting degree of control by father as rather submissive reflected more favorable attitudes toward fathers than those who reported degree of control by father as not very domineering.

13. Adolescents of the upper-middle class reporting type of discipline from mother as very permissive reflected higher scores on Itkin's scale than those reporting type of discipline from mother as strict. In the lower-middle class, adolescents reporting type of discipline from mother as very permissive scored higher than those reporting type of discipline from mother as very strict. Adolescents in the upper-middle class rating type of discipline from mother as average scored higher than those reporting type of discipline from mother as permissive. A permissive rating of type of discipline from mother reflected a higher score than a very strict rating by adolescents of the lower-middle class. An average rating concerning the type of discipline from mother was associated with a more positive attitude toward fathers than

a strict rating by adolescents of the upper-middle class. Adolescents of the lower-middle social class reporting type of discipline from mother as average scored higher than those reporting type of discipline from mother as very strict.

14. Adolescents of the lower-middle social class who stated they would rear their own children about the same as their mother reflected a higher score on Itkin's scale than those who thought they would be more permissive than their mothers. Upper-middle social class adolescents reporting that they would rear their children more permissively than their mothers scored higher than those reporting they would rear their children less permissively than their mothers. Adolescents of the upper-middle social class who also reported they would rear their children about the same as their mothers scored higher than those who reported they would rear their children less permissively than their mothers. Adolescents of the upper-middle, lower-middle, and upper-lower classes who stated they would rear their own children about the same as their fathers scored significantly higher than those who stated they would rear their own children more permissively than their fathers.

15. Upper-middle class adolescents reporting degree of closeness to their mothers as above average reflected more favorable attitudes toward fathers than those reporting a below average degree of closeness to mothers. Adolescents of the upper-lower class reporting an average degree of closeness to their mothers scored higher on Itkin's scale than those reporting a below average degree of closeness to their mothers.

16. Lower-middle social class adolescents who stated their mothers

and fathers equally had the greatest influence on their children scored higher on Itkin's scale than those who stated that their mothers or those who stated that their fathers were the parents having the greatest influence on their children.

17. Adolescents of all four social classes whose fathers spent more time than average with them reflected more favorable perceptions toward their fathers than those adolescents who indicated their fathers spent an average amount of time with them. Adolescents of the upper-middle, lower-middle, and upper-lower classes whose fathers spent more than average time with them scored higher than those who reported their fathers spent less than average time with them. The upper-middle, lower-middle, and upper-lower class adolescents who stated their fathers spent an average amount of time with them as compared to those who stated their fathers spent less than average amount of time with them scored higher on Itkin's scale.

18. Upper-middle and lower-middle class adolescents who stated they were very close to their friends had more favorable perceptions toward fathers than those who stated they were average in closeness to friends. Adolescents of the lower-middle class who reported they were average in closeness to friends scored higher than those who reported below average in closeness to friends.

19. Upper-lower class females reflected significantly higher scores on Itkin's scale than males in the same social class.

20. Respondents of the lower-middle and upper-lower social classes who perceived their fathers as very masculine rather than not very masculine had more favorable perceptions toward their fathers.

CHAPTER V

SUMMARY

The purpose of this study was to investigate the attitudes of adolescents toward their fathers in relation to social class. Differences in these attitudes were also examined in relation to various background factors.

The sample was composed of 216 seventh through twelfth grade students enrolled in Fairfax Junior High and Fairfax Senior High in Fairfax, Oklahoma, during October of 1972. The students were between 12 and 19 years of age. The questionnaire submitted to the subjects consisted of an information sheet for securing background information, and the Itkin's Attitudes toward Parents Scale (Form F), designed to measure attitudes toward fathers.

The Kruskal-Wallis one-way analysis of variance was used to examine scores of respondents on Itkin's Attitudes toward Parents Scale (Form F) which were classified in terms of: (a) age, (b) race, (c) classification in school, (d) ordinal position in the family, (e) head of household, (f) age when father absent, (g) reasons for father absence, (h) love from father, (i) childhood happiness, (j) agent of discipline, (k) type of discipline, (l) degree of closeness to father, (m) father's acceptance, (n) perception of father's authority role, (o) type of discipline from mother, (p) perceptions of rearing children in relation to parents, (q) degree of closeness to mother,

(r) parent having greatest influence on self, (s) amount of time father spends with his children, and (t) closeness to peers. The results of these analyses were recorded according to upper-middle, lower-middle, upper-lower, and lower-lower social classes. The Mann-Whitney U test was used to determine those particular relationships between categories within the variables which accounted for the significance revealed by the Kruskal-Wallis one-way analysis of variance.

In general, the differences in the background factors related to the social classes which were most apparent were that among lower class families, as compared with middle class families, there were more children and the fathers had less formal education. When the social classes were compared concerning their perceptions of family relationships:

1. There were few differences between the middle and lower classes in responses to the category, feeling of love from father.

2. A substantially greater proportion of the middle class respondents than the lower class respondents rated the degree of happiness in childhood as above average.

3. A greater proportion of the lower class respondents than middle class respondents reported that their fathers were the primary agent of discipline in the family.

4. Very few differences were observed between the middle and lower class respondents' ratings of the type of disciplinary control in the home, closeness with father, father's perceived acceptance, amount of time father spends with child, and degree of closeness to friends.

5. A greater proportion of lower class than middle class youth perceived their fathers as being not very masculine and submissive, and perceived their mothers as very permissive.

6. A greater proportion of lower class youth than middle class youth indicated that in rearing their own children they would be more permissive than their mothers.

7. A greater proportion of middle class than lower class youth rated the degree of closeness to their mothers during childhood as above average.

8. A greater proportion of lower class than middle class youth rated their fathers as having the greater influence on them.

When comparisons were made of the responses of middle and lower class youth to Section I of Itkin's Attitudes toward Parents Scale (Form F):

1. There were few differences in the ratings of middle and lower class youth with respect to closeness to fathers, adequacy of reasons for requests made by fathers, fathers' finding fault with the respondents, fathers' respect for opinions, fathers' fair treatment of the respondents when they were young, fathers' being one of the best friends they had ever had, fathers' considering the rearing of children the most important job in life, the manner in which they "got along with their fathers," freedom to ask fathers intimate questions, fathers' willingness to think well of their children, fathers' willingness to show affection and consideration for their children, and fathers' liking to spend time with their children.

2. A greater proportion of lower class than middle class youth reported that their fathers underestimated their ability, were insufficiently interested in whether or not the respondents had friends, were uncertain whether their fathers were among the most admirable persons

they knew, and that their fathers did not show particular pleasure in what their children did.

3. A greater proportion of middle than lower class youth reported that their fathers take a very great interest in everything they do and that they admired their fathers.

When comparisons were made of the responses of middle and lower class youth to Section III of Itkin's Attitudes toward Parents Scale (Form F):

1. There were few differences in the ratings of middle and lower class youth with respect to their fathers' being fair, helpful, agreeable, and trustful.

2. A greater proportion of middle class than lower class youth rated their fathers more favorably with respect to being selfish, sarcastic, considerate, bossy, kind, envious, affectionate, understanding, cold, suspicious, sympathetic, and courteous.

I

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APPENDIX

INFORMATION SHEET

Please answer the following questions as accurately as you can. It is important that you answer ALL questions which are appropriate. Since your name is not on the paper, no one will know how you answer the questions. Your cooperation in this research project is greatly appreciated.

Birth date month day year

Were you born in the U. S.? Yes No

1. Age

a. 12-13	d. 18-19
b. 14-15	e. above 19
c. 16-17	
2. Sex

a. male	b. female
---------	-----------
3. Race

a. black	d. other
b. one-quarter or more Indian	
c. white	
4. I am presently in grade:

a. 7 or 8	d. 11
b. 9	e. 12
c. 10	
5. How many brothers do you have?

a. 1	d. 4
b. 2	e. more than 5
c. 3	
6. How many sisters do you have?

a. 1	d. 4
b. 2	e. more than 5
c. 3	
7. I was number

a. 1	d. 4
b. 2	e. 5
c. 3	

- ____ 8. I am presently living with:
a. father and mother d. mother and step-father
b. father alone e. other
c. mother alone
- ____ 9. In school, your father completed grades:
a. 5-7 d. completed 1-3 years of college
b. 8-10 e. completed 4 or more years of college
c. 11-12
- ____ 10. I have lived the majority of my life so far:
a. on a farm
b. on a ranch
c. in a community of less than 2,500 population
d. in a community of 2,500 to 50,000 population
e. in a community of over 50,000 population
- ____ 11. The main source of your family's income is:
a. wages, hourly wages, piece work, weekly checks
b. salary, monthly checks.
c. profits and fees from a business
d. savings, investments, inheritances
e. welfare, odd jobs, share-cropping, seasonal work
- ____ 12. If during your childhood, your father was absent from home for a long period (A YEAR OR MORE) indicate how old you were when he was gone.
a. 1-5 c. 11-15
b. 6-10 d. 16-20
- ____ 13. If your father was absent for a long period (A YEAR OR MORE) indicate the reason for his absence.
a. separation c. military service e. other
b. divorce d. death
- ____ 14. In my home, I feel that I am loved by my father:
a. very much c. average e. very little
b. above average d. below average
- ____ 15. With respect to happiness, I consider my childhood to be:
a. very happy d. somewhat below average
b. somewhat above average e. very unhappy
c. average
- ____ 16. In my family, the discipline I receive is mainly from:
a. my father
b. my father with some help from my mother
c. equally my father and my mother
d. my mother with some help from my father
e. my mother

- _____17. I consider discipline in my home as:
a. rough d. somewhat mild
b. somewhat severe e. mild
c. average
- _____18. I would rate the degree of closeness that I have with my father as:
a. very close d. below average
b. above average e. very distant
c. average
- _____19. In regard to my father's acceptance of me, I find that my father is:
a. too busy to pay much attention to me
b. shows that he is interested in how I am doing at school
c. is interested in almost all that I do
d. is difficult to talk to
e. is not interested in what I say
- _____20. I would consider my father:
a. very masculine
b. not very masculine
- _____21. In my own family, my father is:
a. very domineering or bossy
b. not very domineering
c. rather submissive
- _____22. Check the answer which most nearly describes the type of discipline you received from your mother.
a. very permissive d. strict
b. permissive e. very strict
c. average
- _____23. In rearing children of your own, do you believe you will be:
a. more permissive than your mother
b. about the same as your mother
c. less permissive than your mother
- _____24. In rearing children of your own, do you believe you will be:
a. more permissive than your father
b. about the same as your father
c. less permissive than your father
- _____25. Which of the following describes the degree of closeness of your relationship with your mother during childhood?
a. above average
b. average
c. average

- ____ 26. Which parent had the greatest influence in determining the kind of person you are:
- a. mother and father equally
 - b. mother
 - c. father
- ____ 27. In terms of amount of time, do you believe your father:
- a. spent more time with you than the average father
 - b. spent an average amount of time with you
 - c. spent less time with you than the average father
- ____ 28. Which of the following describes the degree of closeness you feel toward friends your own age?
- | | |
|------------------|------------------|
| a. very close | d. below average |
| b. above average | e. distant |
| c. average | |

QUESTIONNAIRE

Following is a list of statements which might be answered as true, false, or uncertain. If you believe the statement true of your father or your feelings toward your father, circle the "TRUE" in front of the statement; if false, circle the "FALSE" and if your answer might be "YES" and "NO" or "NOT CERTAIN," circle the "?" by the statement.

- | | | | | |
|----------|------|---|-------|---|
| _____1. | True | ? | False | I consider myself very close to my father. |
| _____2. | True | ? | False | My father generally has good reasons for any requests he might make. |
| _____3. | True | ? | False | I would like to be the same kind of a parent that my father has been. |
| _____4. | True | ? | False | I believe that my father underestimates my ability. |
| _____5. | True | ? | False | I believe my father finds fault with me more often than I deserve and seems never to be satisfied with anything I do. |
| _____6. | True | ? | False | I believe that my father has insufficient respect for my opinions. |
| _____7. | True | ? | False | In my estimation, my father is insufficiently interested in whether or not I have friends. |
| _____8. | True | ? | False | In my judgment, my father did not treat me fairly when I was young. |
| _____9. | True | ? | False | I believe that my father is one of the most admirable persons I know. |
| _____10. | True | ? | False | My father has been one of the best friends I have ever had. |
| _____11. | True | ? | False | My father considers the rearing of his children the most important job in life. |

In each of the following you are given a preliminary statement which can be completed in any one of five ways or a question which can be answered in any one of five ways. Check whichever of the alternative choices most closely approximates your own opinion or feeling.

- ____ 12. My father . . .
- ____ (a) takes a very great interest in everything that concerns his children.
 - ____ (b) takes a moderate amount of interest in things which concern his children.
 - ____ (c) does not take very much interest in things which concern his children.
 - ____ (d) takes little interest in things which concern his children.
 - ____ (e) takes no interest in things which concern his children.
- ____ 13. I get along with my father . . .
- ____ (a) very well.
 - ____ (b) well.
 - ____ (c) fairly well.
 - ____ (d) not very well.
 - ____ (e) poorly.
- ____ 14. In regard to taking my father into my confidence, I . . .
- ____ (a) feel free to ask him intimate questions.
 - ____ (b) often ask him intimate questions.
 - ____ (c) sometimes ask him intimate questions.
 - ____ (d) rarely if ever ask him intimate questions.
 - ____ (e) wouldn't think of asking him any intimate questions.
- ____ 15. Check whichever of the following terms that best describes your feelings toward your father.
- ____ (a) I idealize my father.
 - ____ (b) I admire my father
 - ____ (c) I respect my father.

____(d) I do not particularly respect my father.

____(e) I do not respect my father at all.

____16. Check whichever of the following descriptions most nearly fit your father.

____(a) Is always critical of his children, and nothing his children do ever seems to please him.

____(b) Is rather critical of his children, and is not often pleased by what his children do.

____(c) Is not very often critical of his children, but on the other hand, does not show particular pleasure in what his children do.

____(d) Often shows pleasure at what his children do, and often praises them for their accomplishments.

____(e) Very seldom complains about his children, and is liberal in his praise of them.

____17. I consider my father . . .

____(a) always willing to think only the best of his children.

____(b) generally inclined to think well of his children.

____(c) neither inclined to think only well or only poorly of his children.

____(d) sometimes inclined to be critical of his children.

____(e) always ready to think only the worst of his children.

____18. My father . . .

____(a) never does little things for his children to show affection or consideration.

____(b) seldom does little things for his children to show affection or consideration.

____(c) sometimes does little things for his children to show affection or consideration.

____(d) often does little things for his children to show affection or consideration.

____(e) is always doing little things for his children to show his affection or consideration.

- ____ 19. In my opinion, my father . . .
- ____ (a) is so attached to his children that he wants to have them around all of the time.
- ____ (b) enjoys spending some of his time with his children.
- ____ (c) likes to spend a little of his time with his children.
- ____ (d) does not like to spend time with his children.
- ____ (e) dislikes very much spending any of his time with his children.

Following is a list of traits of personality. If in your opinion your father possesses a trait in a very great degree, circle the "A" in front of the trait. If he possesses the trait to a greater than average degree, circle the "B"; if he possesses the trait to about an average degree, circle the "C"; if he possesses the trait to a less than average extent, circle the "D"; and if he possesses the trait only to a very slight degree or not at all, circle the "E" in front of the trait.

- | | | | | | | |
|----------|---|---|---|---|---|---------------|
| ____ 20. | A | B | C | D | E | Fair |
| ____ 21. | A | B | C | D | E | Selfish |
| ____ 22. | A | B | C | D | E | Helpful |
| ____ 23. | A | B | C | D | E | Sarcastic |
| ____ 24. | A | B | C | D | E | Considerate |
| ____ 25. | A | B | C | D | E | Bossy |
| ____ 26. | A | B | C | D | E | Agreeable |
| ____ 27. | A | B | C | D | E | Kind |
| ____ 28. | A | B | C | D | E | Envious |
| ____ 29. | A | B | C | D | E | Affectionate |
| ____ 30. | A | B | C | D | E | Understanding |
| ____ 31. | A | B | C | D | E | Cold |
| ____ 32. | A | B | C | D | E | Suspicious |
| ____ 33. | A | B | C | D | E | Sympathetic |
| ____ 34. | A | B | C | D | E | Courteous |
| ____ 35. | A | B | C | D | E | Trustful |

ADDITIONAL INFORMATION

1. If your original father is dead, give age when he died: _____ years.
2. If your original parents are divorced or separated, give your age at the time the actual separation took place: _____ years.
3. If one of your actual parents is dead, or if your original parents are divorced, have either or both remarried? (check)

_____ Mother _____ Father _____ Both

(a) If your original mother has remarried, give your age at the time of remarriage: _____ years.

(b) If your original father has remarried, give your age at the time of remarriage: _____ years.

4. If your original parents have separated or divorced, with which parent have you made your home? (check)

_____ Entirely with father

_____ Mostly with father

_____ About half the time with each

_____ Entirely with mother

_____ Mostly with mother

_____ Other (Please explain) _____

5. My father's work is: (Describe) _____

6. If your family situation has not been typical explain situation here _____

SCORING KEY FOR ITKIN'S ATTITUDES TOWARD
PARENTS SCALE (FORM F)

	<u>T</u>	<u>?</u>	<u>F</u>		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>		
1.	4	3	2		20.	5	4	3	2	1	
2.	4	3	2		21.	1	2	3	4	5	
3.	4	3	2		22.	5	4	3	2	1	
4.	2	3	4		23.	1	2	3	4	5	
5.	2	3	4		24.	5	4	3	2	1	
6.	2	3	4		25.	1	2	3	4	5	
7.	2	3	4		26.	5	4	3	2	1	
8.	2	3	4		27.	5	4	3	2	1	
9.	4	3	2		28.	1	2	3	4	5	
10.	4	3	2		29.	5	4	3	2	1	
11.	4	3	2		30.	5	4	3	2	1	
	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	31.	1	2	3	4	5
12.	5	4	3	2	1	32.	1	2	3	4	5
13.	5	4	3	2	1	33.	5	4	3	2	1
14.	5	4	3	2	1	34.	5	4	3	2	1
15.	5	4	3	2	1	35.	5	4	3	2	1
16.	1	2	3	4	5						
17.	5	4	3	2	1						
18.	1	2	3	4	5						
19.	5	4	3	2	1						

VITA

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SOCIAL CLASS

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Education: Attended grade school at Stony Point rural school,
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